

**FACTORS AFFECTING THE ACADEMIC PERFORMANCE
OF THE MARRIED WOMEN STUDENTS IN THE
FACULTY OF EDUCATION, KAMPALA
INTERNATIONAL UNIVERSITY**

BY

SABIITI T. B DEO

BCE/5953/41/DU

**A Research Report Submitted to the Faculty Of Education in
Partial Fulfillment of the Requirement of the Award of
Bachelor Of Computer Science With Education
of Kampala International University**

September, 2008

TABLE OF CONTENTS

Content	Page
Table of Contents	iii
Declaration	iv
Certification.....	vi
Dedication	vii
Acknowledgement	viii
List of tables	ix
Likert Scale... ..	x
Abstract	xi

CHAPTER ONE 1

1.0 Introduction	1
1.1 Background of the study	1
1.2 Statement of the problem	4
1.3 Objectives of the study	5
General	5
Specific	5
1.4 Research Questions	5
1.5 Significance of the study	5
1.6 Scope of the study	6
1.7 Limitations of the study	6
1.8 Solutions to the limitations.....	6

CHAPTER TWO 7

2.0 Review of Related Literature	7
2.1 Introduction	7
2.2 Married Women's domestic roles.....	8
2.2.1 House keeping roles	8
2.2.2 Child bearing and care duties.....	11
2.3 Married women's family support.....	14

2.4 The academic performance of the married and the unmarried Women students	18
--	----

CHAPTER THREE 20

3.0 Research Methodology.....	20
3.1 Introduction.....	20
3.2 Research design.....	20
3.3 Target population.....	20
3.4 Subjects.....	20
3.5 Data collection.....	21
3.6 The validity of instruments.....	21
3.7 Data collection procedures.....	22
3.8 Data analysis.....	22

CHAPTER FOUR 24

4.0 Presentation, Analysis and Interpretation of Data.....	24
4.1 Introduction.....	24
Description statistics on the personal Information of the study.....	24
Description statistics on the variable of study.....	28
Descriptive statistics on the interview guide questions.....	30

CHAPTER FIVE 32

5.0 Discussion, Conclusion and Recommendations.....	32
5.1 Introduction.....	32
5.2 Discussion	
5.2.1 Effect of domestic roles on academic performance.....	32
5.2.2 Effect of child rearing activities on academic performance.....	33
5.2.3 Effect of family support on academic performance.....	34
5.3 Conclusion.....	35
5.4 Recommendations.....	36
5.5 Suggested areas for further research.....	37

References.....	38
------------------------	-----------

APPENDICES 43

Appendix I Questionnaire.....43

Appendix II Interview Guide.....50

Appendix III Likert Scale.....51

DECLARATION

I, SABIITI T. B DEO, hereby declare that this entirely my original work and has not been submitted to any other learning institution of higher learning for any award.

Signed:

Date:

28th Sept. 2008

CERTIFICATION

I do certify that, Sabiiti T. B. Deo carried out research under my supervision and has submitted for examination with my approval as a university supervisor.

Signed:



Ms. Kaizeri Dorothy

(Supervisor)

Date:

18/10/2008

DEDICATION

This work is dedicated to my Late Mother, Mwajuma H, My Late Father, Sabiiti G. for their Love and Inspiration that I have continuously missed since 1975. May their souls rest in eternal peace.

And all my family members; I appreciate their strong perseverance in all aspects of life especially during this study period.

ACKNOWLEDGEMENT

This work owes its existence to many people who accepted to render assistance in different ways.

In a special way I would like to thank my Research Supervisor Madam Kaizeri Dorothy, of the Faculty of Education, for all her guidance and advice in this study.

My gratitude also goes to all my lectures in particular Mr. Denis Ssebugwaawo, Mr. Matovu, Mr. Lubega and others, all from the School of Computer Science, Madam Tagulwa Agnes, Mrs. Sempa, Madam Sekibembe, Mr. Kayindu and others, all of Faculty of Education for all their academic and moral support through this course.

Special thanks go to my fellow students particularly Mr. Mukasa, Mr. Kazibwe, James, and others of both School of Computer Science and Faculty of Education, Kampala International University; whose encouragement, exchange of views and assistance facilitated my academic Endeavor.

My sincere thanks also go to all my friends, relatives and all those individuals not mentioned by names whose contributions have made the publication of this work a reality.

LIST OF TABLES

Description statistics on the personal information of the study	PAGE
Table 4.1. Marital status of the respondents	23
Table 4.2. The Nature of respondents' programme.....	23
Table 4.3. Course of study.....	24
Table 4.4 Year of study.....	24
Table 4.5. Current occupation	25
Table 4.6. Age of the respondents.....	25
Table 4.7. District from which the respondent comes	26

Description statistics on the personal information of the study	PAGE
Table 4.8. Level of engagement in house keeping activities.....	27
Table 4.9. Child rearing activities.....	27
Table 4.10. Family support.....	28
Table 4.11 Academic performance of students.....	28
Table 4.12. Where respondents reside while at study.....	29

Descriptive statistics on the interview guide questions	PAGE
Table 4.13. Whether or not respondents engage in domestic activities at home.....	29
Table 4.14. Whether engagement in domestic activities affects the respondents' participation in the study activities.....	30
Table 4.15. Whether the respondent's spouse /family members support affects her participation in the study activities.....	30
Table 4.16. Whether respondent feels spouse /family members lack of support affects her participation in the study activities.....	30
Table 4.17. Whether respondent has any children.....	31
Table 4.18. Child activities the respondent does while at home.....	31
Table 4.19. Whether engagement in child activities affects respondents' participation in her study activities.....	31

Likert Scale used to measure level of engagement in domestic activities and family

Support

↓ Table (i)	Engagement in domestic roles.....	51
↓ Table (ii)	Engagement in domestic roles.....	51
↓ Table (iii)	Child rearing activities.....	52
↓ Table (iv)	Child rearing activities.....	52
↓ Table (v)	Family support.....	52
↓ Table (vi)	Family support.....	53

ABSTRACT

This study investigated the factors which affect the academic performance of the married women students in the Faculty of Education, Kampala International University. The study arose out of the belief that dependency and domestic roles fall on every woman and that the married women are likely to bear much of these roles and hence are expected to perform poorer in their academics than the unmarried. The study was guided by the following objectives: whether domestic roles, family support significantly affected the academic performance of the married women students and whether the performance married women significantly differed from that of the unmarried women students.

Using a purposive sampling, a total of 250 respondents were selected from both unmarried and married women students. Of those, 198 were married while 52 were unmarried.

The study was basically quantitative and qualitative using across-sectional survey research design, involving the use of a questionnaire and an interview guide.

The validity and reliability of instruments was established and after data was collected. Data was analyzed using descriptive statistics which included frequencies and percentage.

In order to guide the study, the research was based on the following research questions:

- Is there any significant relationship between domestic roles, family support, of married women students and their academic performance?
- Is there any significant difference between the academic performance of the married and the unmarried women students?

The study revealed that all the married women students engaged in domestic activities indicated by 100% (all respondents) and these activities had a negative effect on their academic performance. But there was an inverse relationship between engagements in domestic activities and academic performance.

The study also revealed that the academic performance of the married women was better than that of the unmarried women students. But the difference was insignificant.

It was therefore concluded that the more the married women students engaged in domestic activities, the less they performed in their studies. But family support had a positive effect on the married women's academic performance

Basing on the results of the study, recommendations were made on page 36 and the researcher suggested areas for further research on page 37.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the study

Education is an important investment to a nation at all levels; primary, secondary, tertiary and University. A World Bank review (1995) argues that, "*Education produces knowledge, skills, values and attitudes; it is essential for civic order, citizenship, for sustained economic growth and reduction of poverty.*" University education in particular, trains individuals who are highly skilled in performing tasks and these skills are necessary for employment and development of the country, thus this explains the expansion for demand of higher education.

The main purpose of higher education in Africa is to train high level human resources for national development. Human resources included both males and females. However, in most Sub-Saharan African countries female participation in higher education is still low compared to that of their counterparts, the males, according to Female Plan in Education (1995), many of the Sub-Saharan African countries identified Gross National Product per capita of less than three hundred United States dollars (\$300) are frequently characterized by low female literacy and participation in higher education. Yet those countries which emphasize higher education for female have been able to realize positive economic growth during the 1980's when the Gross National Product per capita declined in most Sub-Saharan countries. Therefore national development can only be affected if the human resource is highly trained.

Higher education in particular is widely accepted to be the key to human progress. According to Neera (1995), "*It is the first window of change*" especially for women. It enables them to take on more dependent and varied roles. Nabawanukas (1997) agrees that higher education for women is a major tool in building and developing a nation. And also Acita (1991) confirms that higher education allows women to contribute to the nation building through various ways; such as reduced infant mortality among their children and reduced fertility as they tend to produce fewer children; have an influence over their children's education, attendance and performance at school. Schultz (1990) also supports the argument, that a better educated mother has fewer and better educated children, she is more productive at home and at work place, and she raises a healthier family, since she can apply better improved hygiene and nutritional practices.

Furthermore education enables a woman to focus on the world she is in, secure jobs according to her rights and to help her overcome her sense of powerlessness, and overcome obstacles towards her development efforts. The level of a woman's education affects her economic productivity and welfare. Educating women is one of the highest return investments in environmental protection (Hill 1993, Nicola 1995, Lawrence 1992). However, despite the importance of educating women, their education has always lagged behind that of men in African societies particularly in Uganda, and there are several reasons for this. Abena (1991) argues that this has been explained in traditional society, as the major role of a woman is to ensure the continuation of lineage and she is expected to marry soon after puberty. Moreover, a woman is expected to be provided for and be supported by her husband in whatever she does.

In this study family support refers to help which is either psychological or material. For example, encouragement, practical advice and approval to attend the course the married women students receive from their spouse, or material provision like money, food to mention but a few.

The educational position of women has radically changed. For example, the UNESCO statistics (1995), argue that with only 29.2% literacy, seven out of every ten women aged 15 years and above in Sub-Saharan Africa were illiterate, in early 1988's as compared to less than half 51.8% for men. Literacy rate among women in Sub-Saharan Africa increased in 1995 to 47.3% while that of men to 66.6%. This means that more than half of Sub-Saharan Africa women remain illiterate. In Uganda professions, the vast majority of women are located in many professions, such as teaching, librarianship, social work or nursing while the majority of the male professionals are found higher status professions such as Medicine, Accountancy, Architecture, Engineering and Law.

In Uganda, the current government recognizes the value of women and the need for them to share in the competitive positions in leadership, politics, and education, to mention but a few. For example in 1990, 1.5 point "bonus" was added to the score of female qualifying candidates for admission to increase their numbers at Makerere University. Hence from 1990, up-to-date the number of women students admitted at government/public universities has tremendously improved.

However, the recognition of the value of women by the government has not reversed their opportunities in education compared to their male counterparts. There is high rate of drop out and failure among females at primary level, continuing throughout the education system to higher

institution of learning. Kasente (1996) argues that there is high wastage, poor academic performance and drop out rate which have not spared a few women who enroll in institution of higher learning. It is not clear from Kasente's study which factors make women to fail their academics and drop out from education.

Other researchers in Uganda like Kyamulabi (1993) and Atima (1998), also argue that, the vestures of higher illiteracy rate among women is partly rooted from the traditional, cultural and social practices which dictate the fate of women as expert in manufacturing in the kitchen, of children and their care. Within a home, women are expected to be obedient to men and responsible for all domestic work.

According to this study, domestic means linking home duties and pleasure which include home responsibilities like cooking, washing dishes, rearing and caring for children, husbands, visitors and relatives, where tradition has put home care as a woman's burden in a word, domestic chores.

Kyamulabi and Atima further asserts that women are still expected by culture to be married to qualify as good African woman, to help in keeping the home, cook, fetch water, wash cooking utensils, produce children, cater for general cleanliness and hygiene of the home. Likewise look after relatives and friends, care for their husbands and accept their dominance over them as dictated by the social cultural demands, which places men as the head of households, centers of authority and providers.

Similar views are held by Hassan (1988) who emphasizes that most societies believe that a woman should devote her life to marriage, bearing children, raising a family, and supporting her husband in his activities and his career.

In this study, the term marriage refers to intimate union between man and woman. This union could be done through tradition, civil, or religious marriage.

Today labour has come to be divided to the lines of gender, which society considers being acceptable. Therefore the domestic tasks which women perform not only seem to be burdensome but they are also likely to make heavy demands on women's time in whatever they do. Jillker (1993) agrees with the above arguments, which probably because of such responsibilities women are so overworked that they may find it hard to spare time for many things which probably include education. For instance, they have less time to spend at school or on schoolwork, and consequently they are likely to be affected in their studies.

Baingana (1992) in his studies maintained that the burden of child care and household labour still falls on the women. These social determinants probably contribute to making studies of women hard due to lack of time for concentration. Kyamulabi (1993) holds similar views that factors causing high school drop out rate for women and girls arise due to lack of time for private study. Domestic work and childcare are most likely to be among those factors which influence the level of absenteeism and late coming for married women student in the university and probably affecting the performance of married women students in the faculty of education, Kampala International University.

In this study for expression academic performance refers to a learners' scholastic standard given in terms of marks, which are expressed as grades in percentage.

Therefore, married women have to meet domestic responsibilities and family obligations. However, we are not aware whether such responsibilities do affect their performance unless proper investigation is done.

1.2 Statement of the problem

Educating women is a major tool to building and developing a nation. However, research done shows that the academic of women is poor compared to those of their counterparts, the men. And also to the researcher's experience it was discovered that married women performed poorer than the unmarried women students in their studies.

The details of this situation cannot be fully established unless through investigation is mounted to establish reliable magnitude of data. Therefore the study intended to investigate how domestic responsibilities and family support affect the academic performance of the married women students in the faculty of education, Kampala International University.

1.3 Objectives of the study

General;

This study aimed at investigating whether married women student's domestic roles and family support affect their academic performance in the faculty of education, Kampala International University.

Specific;

To find out whether:

- Domestic roles significantly affect the academic performance of the married women students in the faculty of education Kampala International University.
- Family support significantly affects the academic performance of the married women students in the faculty of education, Kampala International University.
- Whether the performance of the married women significantly differs from that of unmarried students in the faculty of education, Kampala International University.

1.4 Research Questions.

- Is there any significant relationship between domestic roles of the married women students and their academic performance?
- Is there any significant relationship between family support of the married women students and their academic performance?
- Is there any significant difference between the academic performance of the married women and unmarried women students?

1.5 Significance of the study

- The policy makers at Kampala International University are likely to review their policies concerning married women students in terms of providing special facilities in halls of residence, in order to promote the welfare of the married women students while studying at the university.
- The issues of women are now a major focus for many researchers in the world. Therefore the study may benefit other researchers who will be interested in carrying out related studies on married women students in other institution of higher learning in Uganda and elsewhere.

1.6 Scope of the study

The study focused on the married women students in the faculty of education. Kampala International University registered with the directorate of academic affairs' office. It focused on the undergraduate married women students, from Uganda, studying at Kampala International University.

1.7 Limitations of the study

- Financial constraint was a major problem since much of it was spent on transport, photocopying, printing, communication, references such as libraries and the internet. Therefore, in many cases the researcher had to borrow money from friends and other well wishers.
- Getting information on married women students was also a major problem because only few were got from particular libraries such as Makerere University main library.

1.7.1 Solutions to the limitations of the study

The researcher got financial support from his employer as a loan for purposes of this research report. He endeavored to avoid unnecessary trips and only prioritized unavoidable movements to areas he thought he could get important and relevant information, in order to minimize the cost.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is a review of relative literature on issues pertaining to the factors, which affect the academic performance of the married women students in the faculty of Education, Kampala International University.

The majority of women lag behind men in almost all aspects of life. They have on equal access to education, employment and other responsibility in the society, even where women have the same level of education as that of men. At every level in society, females still remain relatively disadvantaged. In education they often do not achieve elite status.

Therefore, increasing women's participation in education has been identified as one of the most significant development challenges facing many African countries, particularly Uganda. Generally, the enrollment rate of women remains lower than that of men, their dropout and absenteeism rates higher and their achievements and performance is much poorer.

The major issues with regard to women's education have been broadly defined by Nakijoba (1998), Lubwama (1996), Nakalyowa (1998), Musiimire (1995), Kyamulabi (1993), Kasente (1996), Nabawanuka (1997), Okwach (1994), who all agree that domestic duties fall a lot on every woman.

Tabitha (1989) citing Bonepath (1988) broadly explains the burden of domestic duties and their attendant effects. He argues that women found it difficult to read political theory, write brochures, while washing, dispensing cough syrup, cooking meals, nursing sick children and relatives, cleaning the house and providing emotional needs for family members, to mention but a few tasks.

This chapter will therefore highlight the state of knowledge about the effect of domestic responsibilities and family support on the academic performance of the married women students in the Faculty of Education, Kampala International University, under the following sub headings;

1. Domestic roles
2. Family support
3. The academic performance of married and unmarried women students.

2.2 Married Women's Domestic Roles

2.2.1 House Keeping Duties

Women in education are disadvantaged; Mwesigye (1996) and Bigabwa (1997), all agree that the females still remain relatively disadvantaged because they are trained to be dependant housekeepers. dependant on the husbands, as bread winners.

According to Emily (1973) "Home duties fall a lot to almost every woman, and nothing which tends to incapacitate the performance of them ought to be encouraged." Home duties are likely to be one of the factors which limit the participation and good academic performance of girls and women in education. Indeed, women in Africa bear heavy domestic work and child rearing activities. The National Action Plan of women (1999), agrees that the low priority given to their education, their heavy domestic workload, and pregnancies lead to barring women from school. This is further confirmed by "Arise" and ACFODE women magazine (1999) where it states that "domestic responsibilities prevented some women from attending classes and sparing time for private study.

Yet in higher institutions of learning like Kampala International University, a student is required to attend lectures, carry out library study, do private work at home, write assignments attend discussions and seminars as well as write tests and exams at the end of each semester. This requires one to spend reasonable time doing private study if one is to realize good academic performance. However, if married women students are so much engaged in domestic activities, do they find time to concentrate on their studies?

Nakijoba (1998) in her study asserts that culture, especially in Africa, dictates that women are groomed to become responsible housewives that the majority of women are tied up with many roles. What they are expected to do varies, but there is a core of common tasks which women everywhere are required to perform throughout in the world. Therefore, this makes women have limited time for many things which probably education is inclusive. This could be true of the married women students in the Faculty of Education, Kampala International University.

Lynne (1993) cites these duties, as including cooking on an everyday basis, 'housework' (sweeping, cleaning), care of small children and very often fetching water. The typical day involves waking up before dawn (4 – 5am), preparing food for children to eat before going to school, getting the children ready for school, tidying up the house, preparing food for children at lunch time, to mention just a few tasks. It is not clear whether the married women students in the faculty of education engage

themselves in such duties. If it is true that they do so, do their engagement in such activities affect their academic performance?

Lubwama (1996) elaborates more on women's domestic responsibilities as involving supervising and actually doing many tasks; these include buying food and clothes for the family, preparing meals, entertaining guests, cleaning and doing the laundry as well as supervising domestic help where it is available.

In her study, Nakalyowa (1998) emphasizes that women spend most hours doing housework and preparing meals. In support of the argument, Lubwama (1996) established that to meet these expectations a Ugandan woman's workload averages between 15 – 18 hours per day. This shows that in the faculty of education of Kampala International University, women students probably spend most of their time on housekeeping duties. Therefore if married women students in the faculty of education bear such workload, then they are likely to be affected in their academic performance.

While Nakalyowa (1998), argues that, women have limited time for many things. This probably includes education. Women spend most hours doing housework like preparing meals and caring for children. Kyamulabi (1993) in her study of women's participation in adult programmes also agrees with the above views. She argues that a woman's workload usually begins before dawn and ends long after sunset. She claims that under such circumstances, it is not possible for women to attend classes even if their husbands allow them to do so. This could be true of the married women students in the faculty of education, Kampala International University.

Although both women and men must combine occupational and family responsibilities, women are placed at a disadvantage as a result of their traditional family roles as housewives and mothers. Musiimire (1995), 'housework was indeed treated as exclusively feminine although men do some housework particularly those living in their own. Bilton (1987) supports the above views. He asserts that; *'Housework was treated as a feminine activity, and that men do some housework of course particularly if they are living on their own'*

The result is that women end up having too much load of domestic work. However, attitudes towards women and in particular their roles are changing. Today men also engage themselves in some domestic activities. This could be true of the spouses of the married women students, in the faculty of education, Kampala International University.

Anker (1986) states that domestic work and child care are generally the responsibility of women but may be shared away by a number of women in the context of an extended family structure. But with increasing shift towards nuclear type of families particularly in the urban areas, childcare and domestic responsibilities have tended to fall increasingly on women in particular. Nakalyowa (1998) in her study observed that there is no sharing of domestic chores between men and women because of stereotypical social attitudes centred on female roles. Nevertheless, even if there is an increasing shift towards nuclear type of families, the extended family structure has persistently continued to exist in many African societies particularly in Uganda. It is not clear whether married women students and the faculty of education receive assistance from the extended family members.

Lubwama (1996) citing Mason (1990); assert that many men lacked domestic skills such as cooking, home making and childcare, primarily because these were seen commonly as women's pursuits. In reality, the burden of domestic responsibility falls ever more heavily on one particular woman in a family. Lynne (1993) citing Carplan (1984) supports the above argument. He argues that; *'While men also sometimes share in the work undertaken by women, their tasks do not normally include quotidian domestic work. Men may play with small children, but it is not usual for small children to be left continually in the care of men.'*

Lynne further maintains that, once men return from their work, they tend to relax, to eat and drink. Men's domestic tasks tend to be communal; but maintenance of houses is the responsibility of women. These domestic responsibilities seem to be a barrier to married women's success in academics as they are likely to lack time for concentration on their studies. This could be true of the married women students in the faculty of education, Kampala International University.

Factors which affect girls in primary and secondary schools, continued to affect them in higher institutions of learning. According to Adhiambo (1995) in his study of girls in Sub-Saharan Africa, absenteeism and dropout rates in the developing world are higher for girls than for boys. Therefore, pregnancy, domestic obligations are likely to cause an upsurge for dropouts and poor performance, for even the married women students.

Okwach (1994), in his study argues that girls and women are expected by tradition or culture to learn to be motherly, thus help to take care of the home and family members. Therefore, be kitchen specialists, and able to endure hardships of domestic work. Probably women tend to be bogged down

with household chores. Is this true of the married women students in the faculty of education, Kampala International University?

2.2.2 Child bearing and care duties

Some women students in the faculty of education are unmarried while others are married. I believe that the former are most likely left with more time to do their private study because it is assumed that they are free from childcare activities. Nevertheless, other married women with children, are most likely to be left with less time to do their private study because of childcare responsibilities.

The feminist anthropology (1991) asserts that women cared for infants or children while also engaging in other work. It is maintained that, 'women with children were nearly three times as likely to perform, at least two tasks once, not as the women without children'. Hence women combine childcare and housekeeping activities. This makes mothering a complex undertaking because it created conflicting demands of childcare and housework on the mother's time and energy hence may affect the married women's academic performance.

'Arise' a women's development magazine (1999), supports the above arguments of the complicity of mothering children. It argues that, parenting and motherhood is one of the biggest challenges that many women face, because it has endless rewards. Most parents try as much as they can to bring up their children as good and responsible individuals. Training a child to learn the day to day activities like bathing, dressing, identifying parts of the body and clothes requires a lot of time and patience. The very nature of children especially the young ones requires that a parent gets down on hands and knees, and if necessary, be part of their world. Above all, she has to relax and have fun with her children!

Elizabeth (1993) citing Schlitz (1990) asserts that many women who entered higher institutions left before completing the cycle; pregnancy and childbirth usually end school career of women. Pregnancy, childbirth and care duties remove women from education temporarily or even permanently and may, at times, lead to their poor academic performance. The situation is worse for women students with many children or with small children, babies and toddlers and most especially when they have nobody to care for their young ones. As a result, married women students are likely to prefer staying at home most of the time at the expense of some study activities at the university or private study at home, due to childcare activities. But is this true of the married women students in the faculty of education, Kampala International University?

Fapodular (1983) argues that neither servants nor advanced technologies necessarily free women from certain work, such as the work of reproducing people. It is actually inevitable for women not to nurture children if they are to have their own biological children.

Lubwama (1996) also holds similar views; she maintains that women's biological makeup confers upon them the status of childcare. This makes women busy; attending to sick children, their general cleanliness and hygiene, like washing their clothes, making sure that children are fed and properly dressed, ready for school or day care, playing and comforting them; disciplining and counseling them, to mention but a few childcare responsibilities. The responsibility of looking after children, may be makes women students in the faculty of education busy. It is assumed that the married women students in the faculty of education may lack enough time for their studies and this may adversely affect their academic performance.

Woolett (1991) also asserts that to be good mothers, women must be prepared to submerge their interests into those of their children, and yet this may be costly in terms of time meant to be dedicated to studies. Is it true that married women students submerge their interests some of which are studies?

Atima (1998) argues that women are entwined with home life unlike men; they are affected by pregnancy and childcare in whatever they do, probably education is inclusive. Nakijoba (1998) in her study also agrees with the above argument that pregnancy and motherhood as well as childcare are regarded as women's affairs (not men's) and hence are likely to be detrimental to any performance of women. In support, Musiimire (1995) points out that among other factors, pregnancy and childbearing affects a woman's participation in whatever she does; consequently, such factors undermine their competence as they are likely to experience breaks rendering them less progressional. This influences the frequency of absenteeism and late coming at places of work, and for studies.

In support of the above, Lubwama emphasizes that reproduction affected women in many ways in formal employment, but it is also likely to affect their education, especially if they deliver by caesarian method. Lubwama further argues that this kind of surgery has undesirable effects on a woman who in addition to having sudden pressing responsibilities for an infant, also has major abdominal incision and post natal depression which probably continues for the next six months. The World Bank policy paper (1994) continues to elaborate on the problems of women. The paper argues that deteriorating health conditions are reflected in large percentages of anemia and iron deficiency diseases, 70% of

these pregnant women are found in developing countries. Of these percentages regarding deficiencies married women students in the faculty of education may be included. The paper persists, arguing that such demands of childbearing made it harder for women to seek retention on education and training programs, the demands deprive them of concentration on their studies. This could be true of the married women students in the faculty of education. Kampala International University.

Kyamulabi (1993) holds similar views; she cites factors responsible for high female dropout rates including pregnancies and general underachievement arising from various factors such as lack of time to study. Pregnant women are much vulnerable to various sicknesses which are most likely to deprive them of ability to study, consequently affecting their academic achievement. This could be true of the married women students in the faculty of education, Kampala International University. In support of the above, Hubbard (1990) quotes women students who maintained that: *'The rigid hierarchical structure of academic life, with its artificial rites of passage that must occur in the proper sequence and at the proper time, was particularly hard for married women students'*.

This kind of structure was hard to integrate into women's lives because it generated a lot of stress during the time when women were meant to bear children if they decided to have biological offspring's. Hubbard asserts that, this kind of pressure led to feminists like Shulamith Firestone to argue for technological procreation in 'plastic wombs'. Amidst such responsibilities, the married women students are unlikely to find time for private study and other study activities.

Tricia (1988) argues that in most cultures, women provide all the nurturing, and fathers are usually inaccessible. Supporting Tricia, Nakijoba (1998) argues that, cultural norms still hold that a woman's role is portrayed as bearing and rearing children; and that women are supposed to be a preserver for morals and be responsible for discipline of children in the execution of their disciplinary roles in families.

In agreement with the above argument, Wollett (1991) emphasizes the argument that society demands that mothers be tenaciously in control of children or else they are blamed. That they have to retain much power, be committed to ensuring that children are obedient or sociable which involves dedication and devotion, yet consuming a lot of time which is probably supposed to be devoted to studies. Therefore, due to such responsibilities as a result of lack of time for studies, women students are unlikely to attain high academic performance.

Today, people do argue that the elite and working mothers usually employ servants to assist them in performing their home responsibilities including the care of the children. However, Fopodular (1983) asserts that while servants perform the more numerous household work, evidence showed that even well trained household helpers never remove domestic responsibilities entirely from the women most especially childcare. He further argued that when the servants fall sick, disappear or are resentful to work, the wife has to assist and make sure the right thing is done. Many times children will always cling to their mothers, seeking motherly love, care and comfort even in the presence of the servants. Sticher (1990) in his study confirms that above; he found out that sick children remained the mother's responsibility and often spend long hours in overcrowded public health centres. He concluded by saying that this left mothers exhausted, since taking care of sick children demands a lot of the mother's time. This could be true of the married women students in the faculty of education, Kampala International University.

From the above reviewed literature, it is clear that women perform relatively more domestic roles. They are probably more disadvantaged, they spare limited time and experience breaks in studies, absenteeism and late coming, all of which arouse anxiety on married women students, and ultimately this situation is likely to affect their academic performance.

2.2.3 Married women's family support

Marriage accrues to social status and access to male prestige and resources. This partly explains why marriage is still yearned for among women, particularly the married women students in the faculty of education, Kampala International University.

Nakalyowa (1998) citing Byarugaba (1997) gives further suggestions for reasons why marriage is desired by most women. He asserts that; *"for if you are widowed, you are deemed to have killed your husband, if you are a single mother, you are perceived as a sex wanderer, if you are a spinster and above age, you are labeled sterile."*

The above beliefs have their roots in culture of most African societies. Hassan (1988) says that it is believed that a woman should devote her life to bearing children, raising a family, and supporting her husband in his activities and career.

The researcher argues that marriage makes married women students doubly burdened as wives and students. He assumes that unmarried women students are free from the double burden of being wives

and students at the same time. Thus they are likely to have more time for their studies. Unlike the married women students who are most likely to bear the double burden of being wives and students at the same time. If the married women students in the faculty of education bear a double burden, do they find enough time to devote to their studies?

Moreover, according to beliefs in many societies' especially in Africa a woman at home is in an inferior position, she has to be subordinately obedient to her husband. Atima (1998) support the above argument, he argues that within a home, women are expected to be obedient to men and be responsible for all the domestic work. And also legal institutions are responsible for social control of men over women. Richardson (1988) supports the above argument. He asserts that; *'The adherence to western religions, with the theological teaching that God created man first, putting the woman in an inferior "assistantship" position to men as his helper and child bearer still like in the bible'*.

The researcher therefore assumed that women students who are not married are free to make personal decisions concerning their study activities without any interference. While those who are married may be fettered in making personal decisions concerning their study activities. This could be true of the married women students in the faculty of education, Kampala International University.

In many Ugandan cultures, women are considered inferior to men. According to Zamukama (1992) the inferiority is as a result of paying bride price. Thus, women are regarded as of economic value. This phenomenon most likely leads men to neglecting supporting and abandoning them in various important aspects probably including education. However, today the payment of heavy bride price in form of animals and others is dying out. Meaning that most men simply take gifts to the family of the wife, due to this women are likely not to hold an inferior position in a home. Nevertheless in some societies in Uganda, payment of many animals and other gifts is still cherished. This may imply that in such cases, women are considered inferior. Is this true of the married women students in the faculty of education, Kampala International University?

From the African socio-cultural perspective, men are regarded as centers of authority providing protection, leadership and financial support to the family. According to Okwach (1994) traditionally men are the providers and they have to be prepared for their roles. Women are always expected to marry and be taken care of by men. Nakalyowa (1998) supports the above views. She observed that women are portrayed as dependents on men. She further noted that women are seen as a special category who are relegated to secondary as well as special status within the society.

Nakijoba (1998) citing Waswa (1997) states that the world has a hierarchy composed of the ruling and the ruled and women naturally fitted into the ruled. This argument implies that the position of men and women are pre-ordained. If married women students in the faculty of education are portrayed as dependant on men in similar ways it is plausible that this dependency affects them adversely in pursuit of their competitive studies.

Decisions at the family level are seen to be made by the person who controls and own wealth and property, the man. Nakalyowa (1998) citing Komuhangi (1997) agrees that this factor is the cause of resistance in decision making at family level. The researcher believes that it is most likely true that lack of authority by married women students in decision making about the matters involving search for knowledge continuously has an adverse effect on their academic performance. This could be true of the married women students in the faculty of education, Kampala International University.

In Africa, and in particular Uganda, many times wealth is owned by men. This has its roots from the traditions, where men were of more advantage compared to women. since the inheritance of the property in many societies was meant for men.

However, the researcher argues that this may not be true in the modern Africa, and Uganda in particular. The traditional values and norms are fading because of the influence of education. Today women are fighting for equal rights as men. Therefore the married women in the faculty of education could be controlling wealth, hence can make personal decision even regarding studies.

Barbara (1982) holds similar arguments. He emphasizes that almost universally both the husband and wife respect the belief that the wife must obey the husband. Thus men take it as a right to exert prohibitive authority on their wives who attend literacy classes. At time women can be scared when they appear disobedient. Such unfortunate restriction condemns women to occupy. Such unfortunate restriction condemns women to occupy disadvantaged position in the homes. This perspective is likely to affect even the academic performance of educated women indiscriminately except the unmarried. Is this true of the married and the unmarried women students in the faculty of Education, Kampala International University?

Kyamulabi (1993) citing Home (1975) argues that the domestic factors which account for non-participation amongst women include the difficulty in exercising their freedom at home. He still argues that some men do not want their wives to learn what men themselves do not know. For example, in matters of general knowledge, it may be used against them. There is also a general fear amongst men that women may learn some behavior from other women which might make them rude. It is not clear whether the spouses of the married women students in the faculty of Education hold similar views about their wives.

The presence of a husband, his attitudes and his level of support has definite effect on the performance of his wife. Bigabwa (1997) argues that some husbands deny their wives pursuance of further education because they think that women who study spend a lot of time outdoor, therefore may be lose, or are likely not to give adequate care to their spouses. Hence married women students are most likely to forsake some study activities because they fear to come late at home, or to spend more time on books than care for the husband. Plausibly, the married women students would fear losing their husbands to other women due to inadequate care given to them and therefore, they either rush home, or sacrifice their study time to their husbands. Is this true of the married women students in the faculty of education, Kampala International University? The question justifies the investigation that follows.

Most people in Uganda have attained elite status, especially men. Most educated men, may be, realize the benefits of education and probably support their wives in their studies. Bigabwa (1997: 104) in his study supports the above argument that some husbands supported their wives in the projects at home while they were on study programmes. In some instances two women had gone for group meeting and their husbands and children were caring for a poultry project. In some cases supportive husbands prepared some refreshments, in such instance women were very active the programmes. It may not be necessarily true that all married women students receive similar treatment hence need to investigate in to the matter.

Fapodular (1983) supports the idea that educated husbands who are actually aware of their wives' educational ambitions and of the activities which lead to their achievement are highly supportive of heir wives. This is so due to their awareness of the significant contributions such education makes to he well being of the family. Hence such married women students in the faculty of education possibly perform better in their studies because they have an extra helping hand from their husbands.

Most employed women in Uganda appear to have strong bargaining power in homes. This is a consequence of the contribution they make in the welfare of the family. Hence married women are more likely to be free in making personal decisions regarding their study activities just as the unmarried women students. In agreement, Martin (1984) in his study asserts that: *"When the wives are the ones providing support for themselves and their children, the husband is not as powerful in the family as when he is the major support."*

Martin (1984) further advances his argument that many times men are able to claim power in marriage not as men, but when women are bread winners or contributors towards the same, the authority in the family is shared between them. Marris (1962) emphasizes that a wife cannot afford to become wholly dependent on her husband. Women always strive to earn an independent income; and he argues that this protection is very important to her.

Therefore, if married women students in the faculty of education are in gainful employment, and are capable of supporting themselves partly at home and in some study activities, they are most unlikely to be negatively affected in their study activities.

2.2.4 The Academic performance of the unmarried and married women students.

Kyamulabi (1993) asserts that in many societies a woman's primary role is considered to be that of a wife. Married women are always torn between married and studies. Therefore married women students are most likely affected by their responsibilities because they are likely to have double burdens as married women and students. May be this affects their academic performance, while unmarried women students most likely perform better in their studies because they are not burdened with double responsibility.

Lubwama (1996) further emphasizes that women who are unmarried, divorced, separated, widowed or have never married always make it to the top in whatever they do; this probably included academics. In her finding the unmarried women were dedicated to work and were firm compared to their counterpart, the married, who were less dedicated because they lacked time. Therefore unmarried women students at faculty of Education, are likely to perform better in their studies than the married women students due to the fact that they have enough time to carryout their studies and also are likely to be firm as they are not under the control of anyone else.

However, Musiimire (1995) argues that married women receive from their spouses, emotional and psychological support which is crucial for stability in whatever one does. studies may be inclusive. The researcher argues that the unmarried women students are likely not to perform better than the married women students in their studies because they lack such emotional support. Is this true of the unmarried women students in the faculty of education, Kampala International University?

Married women students are most likely to concentrate on studies, except when they have domestic problems. Lubwama (1996) further argued that, "Married women are relatively more patient and understanding." The researcher also agrees with this view that: pursuing higher education needs such qualities for good academic performance which qualities probably the unmarried women students lack. Is it true that married women students at faculty of education could have acquired stability in their homes and likely to perform better in their studies than the unmarried students?

Lubwama (1996) in her observation still asserts that if a husband is misbehaving, having extra-marital relations or out of employment the wives were observed to be rude, miserable and uncooperative, always disgusted and frustrated with whatever they do. this probably includes studies. Hence if married women students in the faculty of education are undergoing such experiences, then they are most likely to be adversely affected in their studies. In her study Kyamulabi (1993), found out that non-participation rate was higher for married students that is 68.8% of her respondents who were ever absent were married women compared to 31.2% for single, widowed, separated and divorced. The major reason for absenteeism was that husbands refused their wives to take part in the study programmes because they claimed that their wives would go to centers to gossip. Therefore from the literature reviewed it is not clear whether the academic performance of the married women students significantly deferred from that of unmarried students hence prompting deep investigation by the researcher .

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the major methodologies used in the study. It describes the methods used in collecting data and presenting the finding in which interpretation, conclusion, and recommendation were based.

This chapter focuses on research design, population sample, sample selection, methods of data collection and instrumentation, the validity and reliability of the instruments, procedures of data collection, data processing, data analysis and how the information was recorded.

3.2 Research design

The study was both quantitative and qualitative, using a cross-sectional survey research design, involving the use of a questionnaire and interviews. Quantitatively the study involved use of various statistical techniques; the method was deemed appropriate because of the nature of the study. And qualitatively it involved description of data; the method was preferred in order to triangulate the study.

A cross-sectional survey research design was preferred because it enabled the researcher to study the situation as it was. It also enabled the researcher to get more information from the married women students on the topic of study; and also survey results could be easily generalized to a larger population.

3.3 Target population

The survey population comprised of a selected group of undergraduate married women students who were pursuing bachelors and diploma of education degree day/evening and in-service programmes. The choice was made in respect of the view that no similar study had been conducted on the targeted population and that population of married women students was easily available

3.4 Subjects

A target of 250 women students was sampled. Of these, 214 students were on in-service, while 36 were on day/evening programmes. Of the 250, 198 were married while 52 were unmarried.

A purposive sampling technique was used because the target population of the married women students was believed to have the necessary and relevant information.

3.5 Data collection

▪ Instruments:

Two instruments were used to collect data: a questionnaire and an interview guide for collecting information on the married women's domestic roles and family support. [See Appendix 1 and 2]

The use of a questionnaire was deemed an appropriate method because the subjects of study were many. Also this enabled the researcher to reach a big number of subjects within the limited time possible. Also the questionnaire gave total freedom to the respondents in expressing their views genuinely.

Issues addressed in the questionnaire included: finding out whether married women students engaged themselves in domestic roles, or whether they were supported by their family members during the course of their study, whether they had personal freedom to decide to participate in study activities and whether their participation in domestic activities and lack of family support affected their academic performance. In the questionnaire, open ended questions were preferred in order to tap more information from the respondents. On the other hand closed question were used in order to get specific information from the respondents.

An interview guide was also used for the purposes of tapping more information on the views of the respondents on the effects of domestic roles and family support on their academic performance which were not mentioned in the questionnaire.

3.6 The validity of instruments

Questionnaire and interview guide questions were forwarded to two expert lecturers from the faculty of education, Kampala International University, and the supervisor to judge the suitability of the items; to find out whether or not they were based on the research questions and objectives.

In order to establish the validity of the questionnaire and the interview guide, pre-test was done on 15 respondents. The respondents were requested to give their own opinions about the questions and to cite those they felt was either left out or too personal for them to answer. They were also requested to comment on the clarity and the relevancy of the questions; and how long it took them to answer the questionnaire.

This pilot study helped the researcher to identify questions which lacked clarity and how the respondents interpreted them. In addition, it helped to identify research variables which hitherto were not included in other areas. Following these consultations, the researcher accordingly made the necessary adjustments, where the questions were made more specific, relevant and clear.

3.7 Data collection procedures

Having established the validity of the questionnaire and the internal guide, the researcher sought permission from the faculty of education authorities to carry out the research. Then the researcher embarked on collecting data from the field.

The researcher personally administered questionnaires and interviews to the respondents in their places of residence at particular times. The researcher also administered questionnaire to the same group of students in lecture rooms where the lecturer allowed the researcher to administer the questionnaires 30 minutes before they began their lecture. When the entire questionnaires were filled in, and responses on interviews given there after, the raw data was entered into the Statistical Package for Social Scientists [SPSS] for analysis. This is a computer programme that can produce results at a stock of its key command. Result of the analysis were presented and discussed in chapters 4 and 5.

3.8 Data analysis

This comprised descriptive statistics. The descriptive statistics included frequencies and percentages which were used to analysis the data for both quantitative and qualitative from the questionnaire and interviews.

A Likert scale was later used to measure the level of engagement in domestic activities and how much family support the married women students received. From each variable the question responses were coded (given a score) and a sum of the responses obtained. The higher the score the more the weight of the variable, and vice versa.

Therefore, the researcher found out who scored highest and who scored lowest under each variable. After which, the range between the highest and lowest was obtained. This range was then divided into categories which would indicate; For example the group with very little responsibilities, little responsibilities, much responsibilities and very much responsibilities.

That is the research adopted a 4 point likert scale for all variables. [see Appendix 3].

CHAPTER FOUR

4.0 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter presents the results of the study. The first section presents descriptive statistics on the personal information of the respondents. The second section presents descriptive statistics of the variables of the study. Section three presents correlation and comparison statistics on variables of the study based on the objectives and research questions of the study.

Descriptive statistics on the personal information of the study.

Table 4.1: The Marital status of the respondents

Category	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Married	198	79.2	79.2	79.2
Unmarried	52	20.8	20.8	100.0
Total	250	100.0	100.0	

Table 4.1 shows the percentage of married respondents (79.2%) was greater than that of unmarried respondents (20.8%), and therefore, the majority of the respondents were categorized as married female students

Table: 4.2 The nature of the respondent's programme

Faculty/School	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Missing Item	3	1.2	1.2	1.2
Faculty of Education (Day/Evening Program)	33	13.2	13.2	14.4
Faculty of Education (In-service Program)	214	85.6	85.6	100.0
Total	250	100.0	100.0	

Table 4.2 shows the nature of programmes registered respondents. Most of them (85.6%) were registered for in-service program. The second category (13.2%) was registered for day/evening

program. However, only (1.2%) did not indicate their programmes of registration. This means that 98.8% of the respondents responded positively by indicating their respective nature of programme of study.

Table 4.3: The course of Study

Course	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Missing Item	2	0.8	0.8	0.8
Bachelor of Education	140	56.0	56.0	56.8
Diploma in Primary Education	80	32.0	32.0	88.8
Bachelor of Arts With Education	28	11.2	11.2	100.0
Total	250	100.0	100.0	

Table 4.3 shows the courses the respondents do. Most of them (56.0%) were from Bachelor of Education, while (32.0%) from Diploma in Primary Education and the rest (11.2%) from Bachelor of Arts with education. This means that the majority (88.0%) of the respondents were attending Bachelor of Education and Diploma in Primary Education.

Table 4.4: The year of Study

Year	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Missing Item	2	0.8	0.8	0.8
First	75	30.0	30.0	30.8
Second	140	56.0	56.0	86.8
Third	33	13.2	13.2	100.0
Total	250	100.0	100.0	

Table 4.4 shows that the majority of the respondents (56.0%) were in their second year of study. (30.0%) were in their first year, (13.2%) were in their third year, and only (0.8%) did not indicate their year of study. This means that (99.2%) of the respondents indicated their years of study.

Table 4.5: The current occupation

Position	Frequency	Percentage	Valid Percentage	Cumulative Percentage
System Missing	4	1.6	1.6	1.6
Head teachers	40	16.0	16.0	17.6
Teachers	135	54.0	54.0	71.6
Business persons	12	4.8	4.8	76.4
Administrators	20	8.0	8.0	84.4
Officers	15	6.0	6.0	90.4
Counselors	9	3.6	3.6	94.0
Students	15	6.0	6.0	100.0
Total	250	100.0	100.0	

Table 4.5 shows most respondents, that is to say, 70.0% (54.0% and 16.0%) were in the teaching profession as teachers and head teachers respectively. However, (22.4%) were in other working professions such as business persons, administrators, officers and counselors, and only (6.0%) were students. This means that the majority of the respondents (82.4%) were of a working class and mature enough to have self control over their academic programmes.

Table 4.6: The Age of the respondents

Age Range	Frequency	Percentage	Valid Percentage	Cumulative Percentage
20 – 24	12	4.8	4.8	4.8
25 – 28	14	5.6	5.6	10.4
29 – 32	50	20.0	20.0	30.4
33 – 36	58	23.2	23.2	53.6
37 – 40	47	18.8	18.8	72.4
41 – 44	49	19.6	19.6	92.0
Above 44	20	8.0	8.0	100.0
Total	250	100.0	100.0	

Table 4.6 shows that the majority of the respondents (23.2%) were aged 33 – 36 years, while (20.0%) were 29 – 32 years, (19.6%) were 41 – 44 years. This means that, the majority of the respondents (81.6%) were aged 29 – 44 years old, a mature age bracket for the married women students.

Table 4.7: The districts which the respondents come from

District	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Missing Item	2	0.8	0.8	0.8
Kampala	56	22.4	22.4	23.2
Mukono	41	16.4	16.4	39.6
Mpigi	35	14.0	14.0	53.6
Wakiso	45	18.0	18.0	71.6
Masindi	5	2.0	2.0	73.6
Bushenyi	7	2.8	2.8	76.4
Kabarole	5	2.0	2.0	78.4
Kabale	8	3.2	3.2	81.6
Moroto	4	1.6	1.6	83.2
Arua	3	1.2	1.2	84.4
Kumi	3	1.2	1.2	85.6
Tororo	3	1.2	1.2	86.8
Kisoro	3	1.2	1.2	88.0
Mbale	6	2.4	2.4	90.4
Iganga	9	3.6	3.6	94.0
Jinja	15	6.0	6.0	100.0
Total	250	100.0	100.0	

Table 4.7 shows that most of the respondents (22.4%) were from Kampala district, followed by Wakiso, Mukono, Mpigi, Jinja with (18.0%), (16.4%), (14.0%) and (15.0%) of the respondents, leaving (14.2%) of the respondents originating from the rest of the districts in Uganda. This means that the majority of the respondents (85.8%) come from the central part of the country; and the representation of the respondents is of the entire nation, which verifies the integrity of the results of the study.

Descriptive statistics on the variables of the study:

Table 4.8: The level of engagement in house-keeping activities.

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Very little	38	15.2	15.2	15.2
Little	85	34.0	34.0	49.2
Much	82	32.8	32.8	82.0
Very much	45	18.0	18.0	100.0
Total	250	100.0	100.0	

Table 4.8 shows that the majority of the respondents (34.0%) said that the level of engagement in domestic activities was little. (32.8%) of the respondents said it was much, (18.0%) said it was very little, and (15.2%) said it was very little. This means that, most of the respondents had a significantly high level of engagement in house keeping activities despite their academic obligations.

Table 4.9: The child rearing activities

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Very limited	69	27.6	27.6	27.6
Limited	72	28.8	28.8	56.4
Many	66	26.4	26.4	82.8
Very many	43	17.2	17.2	100.0
Total	250	100.0	100.0	

Table 4.9 shows that (28.8%) of the respondents reported limited rearing activities, (27.6%) reported very limited child rearing activities, (26.4%) reported many child rearing activities and only (17.2%) reported very many child rearing activities. This means that, most of the respondents (141, representing 56.4%) reported limited child rearing activities as compared to (109, representing 43.6%) who reported many child rearing activities; implying that limited child rearing activities favour academic performance by improvising with house helpers.

Table 4.10: Family support

Family Support	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Very Insufficient	30	12.0	12.0	12.0
Insufficient	45	18.0	18.0	30.0
Sufficient	97	38.8	38.8	68.8
Very sufficient	78	31.2	31.2	100.0
Total	250	100.0	100.0	

Table 4.10 shows that most of the respondents (38.8%) said that family support was sufficient. (31.2%) said it was very sufficient, while (18.0%) said it was insufficient and (12.0%) said it was very insufficient. This means that most of the respondents realized the sufficiency of family support to pave a positive way forward for academic Excellency.

Table 4.11: The academic performance of students

Family Support	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Missing item	2	0.8	0.8	0.8
Very Poor	3	1.2	1.2	2.0
Poor	7	2.8	2.8	4.8
Good	64	25.6	25.6	30.4
Very good	174	69.6	69.6	100.0
Total	250	100.0	100.0	

Table 4.11 shows that the academic performance of most of the students (69.6%) was very good, (25.6%) good, (2.8%) poor, (1.2%) very poor while (0.8%) did not comment. This verifies that, the academic performance of most of the students (95.5%) were good.

Table 4.12: Where respondents reside while at study

Where respondent resides while at study	Engagement in domestic roles			
	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Non-response	10	4.0	4.0	4.0
In university halls of residence	72	28.8	28.8	32.8
In private hostels	39	15.6	15.6	48.4
Rented house near the university	68	27.2	27.2	75.6
Personal home	32	12.8	12.8	88.4
Parents/Guardian's home	29	11.6	11.6	100.0
Total	250	100.0	100.0	

Table 4.12 shows that (28.8%) of the respondents resided at the university halls of residence, (27.2%) of the respondents resided at their respective rented houses near the university, (15.6%) of the respondents resided in private hostels, (12.8%) resided in personal houses, (11.6%) resided at their parents/guardian's home and (4.0%) did not indicate where they resided. This means that, those who resided in the university halls of residence and in private hostels performed less domestic roles and those who resided in rented houses near the university, lived in personal houses and parents' homes most likely performed more domestic duties, facts indicating that married women students at the faculty of education, despite their respective places of residence academically perform well despite the performance of domestic duties.

Descriptive statistics on the interview guide questions.

Table 4.13: Whether or not respondents engage in domestic activities at home.

	Frequency	Percentage
No	00	0.0
Yes	40	100.0
Total	40	100.0

Table 4.13 shows that all married women students engaged in domestic activities represented by (100%) of the respondents. This means that the more married women students engage in domestic roles the less effectively they perform in their studies. This is so because such women are required to perform some expected domestic tasks that deprive them to have limited time for education.

Table 4.14: Whether engagement in domestic activities affects the respondents participation in study activities.

	Frequency	Percentage
Not affected	27	67
Feels she is affected	13	33
Total	40	100

Table 4.14 shows that (67%) of the respondents were not affected by engagement in domestic activities while (33%) were affected. This means that the respondents are used to the domestic roles, which have commonly been done by none other than themselves, and possibly assisted by family support.

Table 4.15: Whether the respondent's spouse/ family support her in the study activities.

	Frequency	Percentage
Yes	23	58
No	17	42
Total	40	100

Table 4.15 shows that (58%) of the respondents received sufficient family support while (42%) did not. The results in the table indicate that, a small increase in domestic roles of married students' calls for enormous family support.

Table 4.16: Whether respondent feels spouse/ family members lack of support affects her participation in study activities.

	Frequency	Percentage
Yes	6	35
No	11	65
Total	17	100

Table 4.16 shows that (35%) of the respondents were affected by lack of family support.(65%) were not affected by lack of family support, the reason why the relationship is not significant is that most of

the married women students were in gainful employment whose earnings would contribute heavily towards their welfare while on study programme.

Table 4.17: Whether the respondent has any children.

	Frequency	Percentage
No	00	00.0
Yes	40	100.0
Total	40	100.0

Table 4.17 shows that all married women students had children showed by (100%) of the respondents, indicating that, despite the child bearing responsibilities, the academic performance of married women students is not affected basing on their age brackets, working positions among others.

Table 4.18: Child activities the respondent does while at home

Activity	Frequency	Percentage
Prepare food	40	100.0
Bathe the children	22	55.0
Look after their health	16	40.0
Discipline them	25	62.5
Wash their clothes	12	30.0

Table 4.18 shows that, all the respondents (100%) prepare food for their children, (55%) bathe their children, (40%) look after their children's health, (62.5%) discipline their children and (30%) wash their children's clothes. This means that, all married students participated in child activities while at home, a responsibility that is not significant to their academic performance.

Table 4.19: Whether engagement in child activities affects respondent's participation in her study activities

Option	Frequency	Percentage
Yes	12	30
No	28	70
Total	40	100

Table 4.19 shows that most of the respondents (70%) were not affected by the engagement in child activities in their study activities participation and only (30%) were affected. This means that engagement in child activities does not affect the respondent's participation in her study activities.

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the results in respect of the stated objectives. The discussion employs correlation to explain how domestic roles and family support affect the academic performance of the married women students.

5.2 Discussion

5.2.1 The effects of domestic roles on the academic performance of the married women students:

▪ House keeping duties

Results from the interviews and the questionnaire showed that all married women students were engaged in domestic activities and it was expected that it would negatively influence their academic performance as showed in table 4.8 and Table 4.1 that 100% of them participated in domestic activities at home. This means that the more married women students engage in domestic roles the less effectively they perform in their studies. This is so because such women are required to perform some expected domestic tasks that deprive them to have limited time for education (Nakijoba, 1998). These include duties like cooking on an everyday basis, house sweeping, cleaning, caring of small children, fetching water (Lynne, 1993). They also involve themselves in buying food and clothes for the laundry (Lubwama, 1996). As a result of such domestic roles, the married women students do not have enough time for education (National Action Plan of Women (1999); Arise (1999); Kyamulabi (1993); Anker (1986). This contributes to their decline in academic performance (Lynne, 1993).

These findings were also expressed in the interview with married women students as shown in table 4.9; where 67% of married women students were not affected by engagement in domestic activities compared to 33% of respondents who were affected, the reason why the effect of domestic roles and the academic performance of the married women support on the engagement in domestic roles. It means that a small increase in domestic roles of married students calls for an enormous family members. This is supported in table 4.3 which shows that the largest percentage of the students reported at least receiving sufficient family support. This percentage was 70.0%. Therefore, in this study concerning the married women students, the results are support to some of the previous researcher's views; where Musiimire,(1995) "*That housework was treated exclusively*

feminine", these results are supported by Anker (1986) who pointed out that domestic work and child rearing may be shared by a number of women in the context of an extended family structure.

Thus the significant family support which the married women students receive as a result of increased domestic roles help to explain the insignificant decline in their academic performance, as a result of increased domestic roles.

All in all the married women students engaged in domestic activities and the more married women engage in domestic activities, the less they perform in their studies. However, the domestic activities the married women students engaged in did not significantly affect their academic performance because of the sufficient family support the married women students received from their spouses or family members. Hence domestic activities never affected the academic performance of the married women students of the faculty of education, Kampala International University.

2.2 The effect of child rearing activities on the academic performance of married women students.

During the interviews all married women students reported that they had children as it is shown in the table 4.12; where 100% of the respondents reported that they had children. As a result, all the married women students had child activities to perform. The child rearing activities in the study included; care for children, feeding the children, washing their clothes, taking care of their general cleanliness and hygiene, looking after them when they are sick, getting them ready for school and taking them to school, paying attention to them, disciplining and counseling them.

Some of those child-rearing activities were cited in the interview and presented in Table 4.9: Where it is reported that all the married women students performed child activities. This means that more child rearing activities lead to poorer academic performance for married women students.

The above relationship confirms the arguments put forward by Elizabeth (1993), Club woman (1996), Nima (1998), Kyamulabi (1993) and Hubbard (1990), according to the literature reviewed and presented in chapter two.

In summary all the married women engaged in child care activities. And the more child-rearing activities they engaged in, the poorer their academic performance. However, child rearing activities did not affect the academic

performance of the married women students. This was due to sufficient family support which drastically reduced their participation in child rearing activities.

2.3 The effect of family support on the academic performance of the married women students.

The interviews with the married women students revealed that 58% of them received family support and 42% did not as shown in the table 4.10. As a result the research sought to find out the effect of family support on married women students.

The insignificant effect of family members or spouses' support on academic influence was reflected in the interview as shown from table support on academic influence was also reflected in the interview as shown from Table 4.11; where 35% of respondents felt affected by lack of family support and 65% were not affected. Since the table reflects the majority of the respondents not affected, it means that most of the married women students were in gainful employment whose earnings would contribute heavily towards their welfare while on study programme. In turn, this gave strong bargaining power in making personal decisions concerning their studies (Martin,1984; Marris,1962; Kyamulabi;1993). Therefore lack of family support did not affect the academic performance of the married women students at faculty of education, Kampala International University.

3 Conclusion

this study, "*Factors affecting the academic performance of married women students at faculty of Education Kampala International University*"; which factors included: domestic roles, child caring, and family support.

1. The married women students engaged in domestic activities, and these activities were found to have a negative effect on their academic performance. The study revealed an inverse relationship between engagement in domestic activities and the academic performance of the married women students. This meant that the more the married women students engaged in domestic activities, the less they performed in their studies.

2. Family support has a positive effect on the academic performance of married women students. However, the relationship between family support and academic performance was insignificant because most married women students were in gainful employment; therefore they were able to support themselves in most of the study activities.

3. Since the mean for married women students on academic performance was higher than that for the single women students, married women students performed better in academics than the unmarried students. However, the difference in academic performance was too small to be noticed or even one, may fail to show that married women students performed better than the unmarried women students in the faculty of Education, Kampala International University.

4 Recommendations of the Study

The researcher suggested the following recommendation for the study:

- It is important for family members of the married women students to assist them in performing some of the domestic activities in order for them to have enough time to concentrate on their studies.
- Results from the study revealed that child activities had a negative effect on the academic performance of the married women students. Therefore they should apply family planning so that they prevent pregnancy and some of the rearing activities, which responsibility consumes a lot of time which should be devoted for studies.
- The University authorities should set up halls of residences with special facilities for married women students, especially for in-service programme. Such facilities should include self contained rooms with bathroom, kitchen, extra rooms for someone to assist married women in some domestic activities to mention but just a few.
- The university authorities should set up committees to establish fact issues about women students, so that the university is made aware of the background of women students in particular married ones so as to guide them basing on such findings. For instance, the university should provide counseling services to women students because of lots of problems which they face so that they are helped to cope with them.
- Some women students did not receive sufficient family support. Therefore it is important for married women students to first plan for their study programmes. They need to save money, seek for employment which enables them to have personal earning so that they are able to support themselves in most of the study activities and be enabled not to wholly depend on their husbands for support.
- It is important for married women to first negotiate with their husbands before they go for studies.

5 Recommended Areas for Further Research

Having investigated the factors which affect the academic performance of married women students in the faculty of education, Kampala International University, the researcher suggests the following areas for further research:

- There is need for investigation about the academic performance of married women and married men; to establish whether their academic performance significantly differs since it is believed that women bear heavy domestic responsibilities and have to depend on men in whatever they do. It may be assumed that men have plenty of freedom and time to concentrate on their studies. But is this true?
- There is need to investigate the academic performance of unmarried mothers.
- Unmarried mothers most likely, lack psychological, emotional and financial support which may be provided by spouses in this case husbands.
- Further investigation need to be done on the academic performance of working married women
- students. How do they reconcile these duties? That is being responsible at place of work, participating in domestic activities at home and at the same time participates in study activities.

REFERENCES

- World Bank (1994); **Policy study, Education in Sub-Saharan Africa.** Washington, D.C
- World Bank (1995); **Development in Practice Priorities and Strategies of Education.** The World Bank, Washington, D.C
- Abena F. D. (1991); **The Emancipation of Women, An African perspective.** Ghana Universities Press, Accra.
- Acita. M.O (1991); **Literacy and Women's Participation In Rural Community Based Projects In Apac District In Uganda.** M.Ed Unpublished Dissertation, Makerere University.
- Action Aid: (1990); **Preparing the Future Women Literacy and Development; The Impact of Female Literacy on Human Development and Participation of Literate Women In Change –** Kampala, Uganda.
- Adhiambo .O. (1995); **Girls and Schools in Sub-Saharan Africa; From Analysis to Action the World Bank.** Washington, D.C.
- Anker. N. (1986); **Sex Inequalities in Urban Employment in the Third World.** The Macmillan Press Limited, London.
- Arise (1999); **Acfode, A Woman's Development Magazine.** Published; Kampala, Uganda.
- Atima .F. (1998); **Impact of Female Circumcision on Girls' Education.** M. Ed Unpublished Dissertation, Makerere University.
- Baingana. E. (1992); **"Women in Top Management : The Uganda Experience" A Paper Presented at the Senior Policy Workshop on Women in Top Management.** Banjul, The Gambia.
- Barbara. J. (1982); **Women, The Law and Agrarian Reform United Nations.** Washington D.C.

- Bigabwa. H. (1997); **Now- Formal Education for Women. An Evaluation of Programs by Women's Groups in Gugalya Country, Hoima District .Masters of Arts in Women studies.** Unpublished Dissertation, Makerere University.
- Bilton .T. (1987); **Introductory Sociology 2nd Edition.** McMillan, Education Limited, London.
- Bonepath. E. .(1988); **Women, Power and Policy Toward the Year 2000" 2nd Edition.** Perfamen Press, New York.
- Elizabeth. M.K. (1993); **Women's Education in Developing Countries.** The Johns Hopkins University Press, Washington , D.C.
- Emily .D. (1973); **The Higher Education of Women Alexander.** Starahan Publishers, London.
- Fapodular .E. (1983); **Male and Female Career Ladders in Nigerian Academia.** Michigan State University. Women International Development Working paper No. 17
- Female Participation In Education In Sub-Saharan Africa (1995); **Unesco Division of Statistics,** Paris.
- Female Plan and Participation in Education In Sub-Saharan Africa Academy (1995); **Science Publishers,** Nairobi.
- Gender at the Crossroads of Knowledge (1991); **Feminist Anthropology in the Postmodern Era.** Micaela di Leonardo University of California Press Berkeley Los Angels, Oxford London.
- Hassan .M. (1988); **The Role of Women in the Development of Science and Technology in the 3rd World.** Ching Mon Offset Printing Limited.
- Hill. E.E.(1993); **Women's Education in Developing Countries: Barriers, Benefits and Policies.** John Hoskins University Press, Baitimore London.
- Hubbard .R. (1990); **The Politics of Women's Biology.** Rutgers University Press. London.

Jillker .C. (1993); **The Politics of Women's Education Perspectives from Asia, African and Latin America.** The University of Michigan Press , U.S.A

Kasente .D. (1996); **Process Influencing Gender Differences in Access to Post secondary Institutions in Uganda.** Doctor of Philosophy of Kenyatta University.

Komuhangi .E. (1997): **Pan Africa Women's Liberation Organization.** Uganda

Kyamulabi. H. (1992): **Factors Affecting Women's Participation in Adult Education Programmes in Kyadondo,** M.A (Women Studies). Unpublished Dissertation, Makerere University.

Lawrence. H. S. (1992); **Investing in all the People Educating Women in Developing Countries.** The World Bank, Washington, D.C.

Lubwama.M. (1996); **Role Conflict and its Effect on the Performance Of Female Employees of Makerere University.** M.A (Public Adm). Unpublished Dissertation, Makerere University

Lynne. B. (1993); **Women in the 3rd World. Gender Issues in Rural Urban Areas Great Britain.** Galliland Printers Limited , London.

Marris. P. (1962); **Family and Social Change in Africa City.** Nurther Western University, Press, London.

Martin .J. (1984); **Women and Employment, Repatent of Empoyment, Nurther.** Western University Press, London.

Musiimire.C.C (1995); **Inter Role Conflict: A study of Middle Level Women Managers in the Uganda Civil Service Master of Women Studies.** Unpublished Dissertation Makerere University.

Wwesigye .K.K (1996); **Women Advancement in the Management and Administration of Makerere University.** M.A.Unpublished Dissertation, Makerere University.

- Nabawanuka .P. (1997); **Social Problems faced by Non-Resident Undergraduate Female Students of Makerere University.** M.Ed. Mgt. Unpublished Dissertation.
- Nakalwo .J. (1998); **Gender Stereo Types and their Effects on Women's Leadership in Local Communities. A case Study of Mityana Country Master if Arts in Women Studies.** Unpublished Dissertation, Makerere University.
- Nakijoba .J. (1998); **Gender Constructs and Women's Participation in Senior Level Management. A case Study of Ministry of Education Uganda.** M.A.(Women studies) Unpublished Dissertation, Makerere University.
- Neera. K.S.(1995); **The Burden of Girlhood, A Global Inequity in to the status of Girl.** Third party publishing company U.S.A.
- Nicolas. S. (1995); **Re- addressing Gender Inequalities in a review of Constraints and Priorities In Malawi, Zambia and Zimbabwe.**
- Okwach. A. (1994); **House Hold Based Factors as Determined of School Participation of Girl, In Kenya.** A Research Paper.
- Richardson. L.(1998); **The Dynamic of Sex and Gender; A Sociological Perspective.** Harper and Row New York Publishes.
- Schultz. T. P.(1990); **Gender Disparities in Developing Countries.** Oxford University Press, New York.
- Sticher. S. (1990); **"Women Employment and the Family' Current to Debates in Women Employment and the Family in the Internal Labour.** The Macmillan Press Limited, London.
- Tabitha. M. (1989); **Political Empowerment of Women in Uganda. Master of Arts in Women studies.** Unpublished Dissertation, Makerere University.

The National Action plan on Women (1999); Ministry of Gender, Labour and Social Development, Kampala.

Tricia. S.Z. (1988); **Teaching, Gender, Sex Education and sexual stereotype**, Deakin University Press, Victoria, Austria.

Woollett. A.A. (1991); **Motherhood Meeting, Practices and ideologies**. Sage Publication, London.

Zamukama. G. (1992); **Subordination of Women in Uganda, Men's Resistance to Change in their behaviour. Undergraduate Research Report in Social Works and Social Administration**. Unpublished Dissertation, Makerere University.



KAMPALA
INTERNATIONAL
UNIVERSITY

Ggaba Road, Kansanga * PO BOX 20000 Kampala, Uganda
Tel: +256 (0) 41 - 266 813 * Fax: +256 (0) 41 - 501 974
E-mail: admin@kiu.ac.ug * Website: <http://www.kiu.ac.ug>

FACULTY OF EDUCATION

December 11, 2006

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

This is to introduce to you Mr. /Ms. SABIITI T.B. DEO Registration No. BCE/5953/41/DU who is a student of our University in the Faculty of Education.

He/She is undertaking a research project which requires your input as part fulfillment for the completion of his/her programme of study.

I kindly request you to avail him/her with all the necessary assistance.

Thank You.

With kind regards,

OKIRIMA MICHAEL
DEAN, Faculty of Education
Kampala International University

KAMPALA INTERNATIONAL UNIVERSITY

MAIN CAMPUS – KANSANGA



Main Block



Parking Yard

APPENDIX I

**STUDY QUESTIONNAIRE FOR MARRIED WOMEN STUDENTS IN THE FACULTY OF
EDUCATION, KAMPALA INTERNATIONAL UNIVERSITY**

Dear Respondent,

I am carrying out a study on the factors affecting the academic performance of married women students in the Faculty of Education, Kampala International University. Therefore I do kindly request for your views on the above topic.

Note that the information you provide will be treated with confidentiality and will be used strictly for the academic purpose for which it is sought. You do not have to state your names.

I am grateful for the time you will dedicate to fill the questionnaire.

Thank you.

Sabiiti T. B. Deo

Researcher

Kampala International University.

SECTION A: Background Information

please indicate your answer in the space provided below:

1. Faculty/School of Study:
2. Course of Study:.....
3. Year of Study:.....
4. Current Occupation:

Select your response from the following and write the objective in the provided box:

5. What is the nature of your programme?
- a. Day/Evening b. In-service
6. Marital Status:
- a. Married b. Unmarried
- c. Others, specify:
7. Age:
- a. Below 20 e. 33 – 36
- b. 20 – 24 f. 37 – 40
- c. 25 – 28 g. 41 – 44
- d. 29 – 32 h. Above 44
8. Which is your district of your origin?
- a. Kampala e. Wakiso
- b. Mukono f. Masaka
- c. Mpigi g. Jinja
- d. Luwero h. Other, specify

SECTION B: Questions on the effects of domestic roles on participation in the study activities.

¹ Please tick your responses in the bracket from among those stated below;

House hold activities

1. a) In the morning before you leave for lectures, do you engage yourself in any house keeping duties?
- a. YES [] B. NO []
- b) If YES, what house keeping duties do you perform?
- a. Preparing breakfast[] c. Cleaning dishes[]
- b. Cleaning the house[] d. Purchasing food[]

- e. Cooking food[☐]
- f. Fetching water[☐]
- g. Washing clothes[☐]
- h. Iron clothes [☐]
- k. Others, specify:
- i. Cleaning the compound [☐]
- j. Doing laundry work [☐]

2. What house keeping duties do you perform daily after studies in the evening?

- a. Preparing breakfast [☐]
- b. Cleaning the house [☐]
- c. Cleaning dishes [☐]
- d. Purchasing food [☐]
- e. Cooking food [☐]
- f. Fetching water [☐]
- k. Others, specify:
- g. Washing clothes [☐]
- h. Iron clothes [☐]
- i. Cleaning the compound [☐]
- j. Doing laundry work [☐]

3. Tick any activities your husband or family members assist you in at home.

- a. Preparing breakfast [☐]
- b. Cleaning the house [☐]
- c. Cleaning dishes [☐]
- d. Purchasing food [☐]
- e. Cooking food [☐]
- f. Fetching water [☐]
- k. Others, specify:
- g. Washing clothes [☐]
- h. Iron clothes [☐]
- i. Cleaning the compound [☐]
- j. Doing laundry work [☐]

4. (a) Do you have a hired house keeper?

- A. YES [☐] B. NO [☐]

(b) If YES, How efficient is your hired house keeper?

- A. Very efficient [☐] B. Efficient [☐]
 C. Fairly efficient [☐] D. Very inefficient [☐]

(c) When your house keeper is ill or away, who does the house keeping duties?

- A. Self [☐] B. Husband [☐]
 C. Close relative [☐] D. Others, specify:

5. Which study activities have you ever missed to participate in due to illness or absence of a house keeper?

- a. Attending lectures
- b. Attending seminars
- c. Writing assignments
- d. Writing tests
- e. Writing final exam
- f. Carrying out library study
- g. Doing private study at home
- h. Participating in discussions
- i. Others; specify:

Child Rearing Activities

6. A) How many children do you have?

- a. None
- b. One
- c. Two to Five
- d. Six and above

B) What is the age of the youngest child?

- a. Less than one year
- b. One year
- c. Two years
- d. Three and above

C) If your youngest child is under a year, who cares for the child while you are away on your studies?

- a. A baby seater
- b. An elder sister / brother
- c. A close relative / friend
- d. Husband

D) At what levels are your children studying?

(Tick more than one if necessary)

- a) Nursery
- b) Primary
- c) Secondary
- d) Post-secondary

E) How many relatives, other than your own children stay in your home?

- a. One
- b. Two
- c. Four
- d. Five and above

7. Tick child care activities which you engage in while at home.

- a) Feeding children
- b) Washing children's clothes
- c) Taking care of children's general cleanliness and hygiene
- d) Attending to sick children
- e) Getting children ready for school
- f) Playing with children
- g) Disciplining and counseling children
- h) Taking children to school
- i) Others, specify:

8. Tick the activities in which your husband or family members participate in child rearing.

- a) Feeding children
- b) Washing children's clothes
- c) Taking care of children's general cleanliness and hygiene
- d) Attending to sick children
- e) Getting children ready for school
- f) Playing with children
- g) Disciplining and counseling children
- h) Taking children to school
- i) Others, specify:

SECTION C: Questions on the effects of family support on the participation in the study activities.

(Please tick your responses in the brackets from among those indicated below:)

1. Where do you reside while on study?

- a) In University hall of residence []
- b) In private hostels []
- c) Rented house near the university []
- d) Personal home []
- e) Other Specify.....

2. If your place of residence is either in the private hostel or rented house, how often do you visit your family?

- a) Once a week []
- b) More than once a week []
- c) Monthly []
- d) At the of semester []

3. Is your husband happy with your participation in the programme of study?

- a) Yes []
- b) No []

4. Who pays your tuition fees?

- a) Parents []
- b) Husband []
- c) NGO []
- d) From own savings []
- e) Government []
- f) Relatives []
- g) Other specify.....

5. Tick the requirements which your husband or family members support you with while on programme of study.

- a) Tuition []
- b) Transport to the University []
- c) Stationery []
- d) Typing expenses []
- e) Photocopying []
- f) Textbooks []
- g) Pocket Money []
- h) Meals []
- i) Telephone expenses []
- j) Other specify

6. Tick the study activities which you have ever missed to participate in due to lack of support by husband or family members.

- | | |
|---------------------------------|----------|
| a) Attending Lecture | [] |
| b) Attending seminars | [] |
| c) Writing assignments | [] |
| d) Writing tests | [] |
| e) Writing final exams | [] |
| f) Carrying out library study | [] |
| g) Doing private study at home | [] |
| h) Participating in discussions | [] |
| i) Other specify..... | |

7. Do you have problems with your husband or your family members which affect your participation in study activities?

- a) If yes, mention them.....
.....
.....
.....
- b) Indicate your registration number.....
.....

APPENDIX II

INTERVIEW GUIDE FOR THE MARRIED WOMEN STUDENTS IN THE SCHOOL OF EDUCATION, MAKERERE UNIVERSITY

Interview is part of the study conducted to married women student in the faculty of education, Kampala International University. It is intended to find out views on the factors affecting the performance of the married women students in the faculty of education, Kampala International University.

Please try to answer all questions, giving the answer best suit to your knowledge. The response you give in this interview will be treated with confidentiality and will be strictly used for academic purposes.

Thank you.

Questions on the effect of domestic roles on participation in the study activities:

Household activities

1. How do you engage yourself in any household activities at home?
2. Which household activities do you perform?
3. Do you feel that your participation in these activities affect your participation in study activities?

Child rearing activities

4. Do you have children?
5. What child rearing activities do you engage yourself in when at home?
6. Do you feel that these child rearing activities affect your participation in the study activities?

Questions on the effects of family support on participation in the study activities:

1. Do your husband or family members give you support while on programme of study?
2. What kind of support do they receive from you?
3. Do you feel that lack of their support affects your participation in the study activities?

APPENDIX III

5-point scale used to measure the level of engagement in domestic activities and family support
 Table (i) engagement in domestic roles

	Frequency	Percentage	Valid percentage	Cumulative percentage
0	16	10.7	10.7	10.7
3	4	2.7	2.7	13.3
7	4	2.7	2.7	16.0
8	4	2.7	2.7	18.7
9	6	4.0	4.0	22.7
10	4	2.7	2.7	25.3
11	10	6.7	6.7	32.0
12	13	8.7	8.7	40.7
13	18	12.0	12.0	52.7
14	12	8.0	8.0	60.7
15	25	16.7	16.7	77.3
17	5	3.3	3.3	80.7
18	6	4.0	4.0	84.7
19	8	5.3	5.3	90.0
22	4	2.7	2.7	92.7
25	4	2.7	2.7	95.3
28	7	4.7	4.7	100.0
Total	150	100.0	100.0	

Table (ii) engagement in domestic role

	Frequency	Percentage	Valid percentage	Cumulative percentage
Very little	20	13.3	13.3	13.3
Little	59	39.3	39.3	52.7
Each	56	37.3	37.3	90.0
Very much	15	10.0	10.0	100.0
Total	150	100.0	100.0	

Table (iii) child rearing activities

	Frequency	Percentage	Valid percentage	Cumulative percentage
0	16	10.7	10.7	10.7
1	4	2.7	2.7	13.3
4	4	2.7	2.7	16.0
9	4	2.7	2.7	18.7
12	11	7.3	7.3	26.0
21	4	2.7	2.7	28.7
22	4	2.7	2.7	31.3
24	5	3.3	3.3	34.7
27	10	6.7	6.7	41.3
30	4	2.7	2.7	44.0
32	10	6.7	6.7	50.7
33	3	2.0	2.0	52.7

35	4	2.7	2.7	55.3
37	6	4.0	4.0	59.3
38	6	4.0	4.0	63.3
39	4	2.7	2.7	66.0
40	13	8.7	8.7	74.7
41	6	4.0	4.0	78.7
42	10	6.7	6.7	85.3
46	4	2.7	2.7	88.0
49	4	2.7	2.7	90.7
50	4	2.7	2.7	93.3
51	6	4.0	4.0	97.3
53	4	2.7	2.7	100.0
al	150	100.0	100.0	

ble (iv) child rearing activities

	Frequency	Percentage	Valid percentage	Cumulative percentage
ry limited	39	26.0	26.0	26.0
nited	23	15.3	15.3	41.3
ny	56	37.3	37.3	78.7
ry many	32	21.3	21.3	100.0
tal	150	100.0	100.0	

ble (v) family support

	Frequency	Percentage	Valid percentage	Cumulative percentage
0	16	10.7	10.7	10.7
6	4	2.7	2.7	13.3
7	4	2.7	2.7	16.0
8	4	2.7	2.7	18.7
9	4	2.7	2.7	21.3
10	15	10.0	10.0	31.3
11	15	10.0	10.0	41.3
12	14	9.3	9.3	50.7
13	4	2.7	2.7	53.3
14	15	10.0	10.0	63.3
15	4	2.7	2.7	66.0
16	18	12.0	12.0	78.0
17	13	8.7	8.7	86.0
18	14	9.3	9.3	96.0
19	6	4.0	4.0	100.0
otal	150	100.0	100.0	

e (vi) family support

	Frequency	Percentage	Valid percentage	Cumulative percentage
ufficient	16	10.7	10.7	10.7
fficient	16	10.7	10.7	21.3
cient	63	42.0	42.0	63.3
ufficient	55	36.7	36.7	100.0
al	150	100.0	100.0	